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AUTHOR Governale, Joan
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ABSTRACT

This report describes a program to improve the attitudes of fourth-grade students toward social studies. Surveys of fourth-graders, their parents, teachers, and community members were conducted to find out their attitudes toward social studies. Students and parents reported a lack of interest in social studies. Faculty reported they were inadequately prepared to meet the challenges posed in the classroom by rapidly changing demographics, increased class size, increased cultural diversity and varying cognitive abilities. Intervention strategies included: (1) use of historical fiction; (2) cooperative learning groups; (3) hands-on activities; and (4) graphic organizers. As a result of the four interventions, a classroom environment was established that stimulated interest in social studies and student attitudes toward social studies were greatly improved. (Author/EH)

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IMPROVING ATTITUDES OF STUDENTS TOWARD SOCIAL STUDIES

JOAN GOVERNALE

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Teaching and Leadership

Saint Xaviers University & IRI/Skylight

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SIGNATURE PAGE

This project was approved by

Linda Burke, Ed.D

Advisor

Prudy Counts

Advisor

Beverly Hulley

Dean, School of Education

DEDICATION

To the men in my life
who were responsible for making me
the teacher I am today.

Joan Governale

ABSTRACT

This report describes a program to improve the attitudes of students toward social studies. The targeted population was fourth grade regular education students from a growing middle class community in the Midwest. To show evidence of the problem, the targeted fourth graders, their parents, teachers and members of the community were surveyed about their attitudes toward social studies.

Analysis of probable cause revealed that students and parents reported a lack of interest in social studies. Faculty reported that they were inadequately prepared to meet the challenges posed in the classroom by rapidly changing demographics, increased class size, increased cultural diversity and varying cognitive abilities.

A review of solution strategies by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major strategies of intervention: the use of historical fiction, cooperative learning groups, hands-on activities and graph organizers.

As a result of the use of the four interventions, a classroom environment was established that stimulated interest in social studies. The children became excited about issues and periods in American history through the use of historical fiction and hands-on activities. Through the use of cooperative learning groups, social skills were developed. The use of graphic organizers taught the students how to organize their materials so they could share them with their classmates. The attitudes of students toward social studies were greatly improved.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted fourth grade regular education class displayed a negative attitude toward social studies. To show evidence of the problem, the targeted fourth graders and their parents were surveyed about their attitudes toward social studies. Members of the community, teachers and administrators from the district were also surveyed about the problem.

Immediate Problem Context

The targeted fourth grade regular education class is part of a Unit district school in the northwest suburbs of a large Midwestern city. The school has classes for grades Pk,K,1,2,3,4,5,6. The parents and guardians of 100% of the children in the school made at least one contact with the students' teacher during the 1995-96 school year. By comparison, the figures for the district and the state were 99.3 % and 95.4% (School Report Card, 1996).

The total enrollment of the 1995-95 school year was 813. Of this enrollment, 94.8% were white, 0.9% African-American, 0.9% Hispanic, 3.3% Asian/Pacific Islander, and 0.1% Native American. Low-income students made up 1.4% of the student population. This included students whose families were receiving public aid, children living in institutions for neglect or delinquent children, those being supported in foster homes with public funds or receiving free or reduced-priced lunches. These are the students who are eligible for bilingual education (School Report Card, 1996).

The targeted school has a 96.6% daily attendance rate. The student mobility

rate is 3.9% of the total student population. Chronic truants are students who are absent from school without valid cause for more than 10% or more of the last 180 school days. There is no chronic truancy at the targeted school (School Report Card 1996).

Classes range in size from 26 to 31 students. There are usually three or four classes for each grade. There are no splits.

The IGAP tests in social studies are given to the fourth graders. The average IGAP scores in social studies are reported on a 0-500 scale. In 1996, the total number of fourth grade students was 123. One hundred and sixteen or 96.7% of the fourth grade students were tested. Seven students were not tested and 3 IEP students were tested but not scored. The targeted school's average scale score for 1996 was 284 as compared to a score of 267 in 1995 and a score of 283 in 1994. While the district scores for these three years were 241 in 1996, 246 in 1995 and 247 in 1994 and the state scores were 248 in 1996, 251 in 1995 and 245 in 1994 (School Report ~ Illinois Goal Assessment Program 1995-96).

The teachers and administrators of the district are those listed on the State Teacher Record File. The group is made up of 23.3% males and 76.7% females. The total number of teachers employed by the Unit district is 1,529. Of this total number of teachers 89.3% are white, 2.8 % are African-American, 7.2% are Hispanic, 0.7% are Asian/Pacific Islander and 0.1 are Native American. The average level of teaching experience is 16.2 years. The total number of teachers and administrators with bachelor's degree represent 44.1%. The remaining 55.5% have a master's degree or above (School Report Card, 1996).

The targeted school is five years old. It is a two story building with three playgrounds for the children. It is located in an upper middle class residential neighborhood. The school has an extensive learning center with a specific area for

storytelling and a computer lab. There is a common area for serving lunch and for assemblies. The school has a gym for physical education and an elevator for special needs children. There are planning rooms for each grade level which can be used for small meeting rooms. There is also a large conference room for larger groups. The staff has a lounge which is sometimes used for gifted and after-school classes because of the growing size of the student population. This year, the district added two mobile classrooms because the main building could no longer accommodate the growing student population, and the staff did not want to give up the music and art rooms to provide additional classroom space. Next year, we will be adding two more mobile classrooms as our student population continues to grow. During the five day week, 60 minutes are devoted to teaching math, 31-45 minutes to science, 145-160 to language arts and 40-45 minutes to social science depending on grade level (School Report Card, 1996).

The Surrounding Community

The targeted school is located in a rapidly growing community spread out over forty acres in three counties. The population of the community has grown from 19,373 in 1990 (Chamber of Commerce. 1990) to 31,628 in 1993 (Special Village Census, 1993). The ethnic background of the population is 84.6% White, 1.9 African-American, .27% Native American, Eskimo or Aleut, 5.8% Asian/Pacific Islanders, 4.7%Hispanics and .91% noted as other race. The median household income for the population is over $50,000 a year.

The village is close to a variety of large shopping malls, professional practices, and restaurants. It is also on the route of a major railway line and can boast of many cultural activities. The community is served by a large Unit district with 40 elementary, junior high and high schools. There is also a community college in the area that offers further education. Besides the Unit district, there are ten private or parochial schools

serving the area. The village has a beautiful, newly remodeled library with abundance of resources and a variety of programs for children and adults of all ages. It stores a wealth of books,videos, audio cassettes, periodicals, computers and conference rooms for community members to use.

There are 26 parks available for the residents to enjoy in their leisure time. There is a new community center, indoor gymnasium, outdoor pool, and water park. The park district also sponsors activities for children and adults. According to the Chamber of Commerce, the community prides itself on providing a small town atmosphere and a community with a future (Chamber of Commerce, 1990).

National Context of the Problem

According to the article, "A Nation At Risk; The Imperative for Educational Reform" (1993), written by the National Commission on Excellence in Education, the educational system in the United States "allows insufficient time for children to learn adequately" and that teachers are 'poorly prepared and under paid' (Edward & Allred, 1993). According to surveys they conducted, little has been done to follow the recommendations of the National Committee of Education. A possible reason suggested by Edwards and Allred was that professional educators, teachers, administrators and government officials did not feel that the recommendations would solve the problems in the schools. Lack of leadership, ownership, financial resources, time, and resistance to change were also listed as probable causes for lack of implementation of the recommendations (Edwards & Allred, 1993).

Even before that in 1950, the social commentator, Paul Goodman, author of Growing Up Absurd, wrote that 'a large proportion of our youth was disaffected' (Barr, 1993, p.552). In his book, Goodman was trying to figure out some causes and suggest some solutions for the increasing hostility displayed by today's youth and their lack of interest in participating in the community. He wanted to find activities and strategies

that would encourage youth to focus themselves on projects that would improve the community, restoring the role of the worker. At the same time, he wanted to give young people a sense of pride, accomplishment and independence (Barr,1993).

In the American education system, the negative attitude of students can be especially noticed in the area of social studies as documented in many articles (Goodlad 1984; Haladyna & Shaughnessy 1985; McNeil 1986; Fouts 1987). In the area of reform, social studies lags behind. Social studies teachers have been discouraged from trying progressive methods to improve the situation by high-profile traditionalists like Hirsh, William Bennet and George Bush (Zemelman, Daniels & Hyda 1993).

Over forty years later, there is a struggle over the same issues. How can educators help children make connections between what they are learning in school and the real world? How can educators help them find pleasure in a job well done, becoming an asset to the community?

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the attitudes of students and teachers toward social studies, surveys were administered to the targeted fourth grade regular education class and their parents during the first full week of school in the fall of 1995. Teachers and members of the community were also surveyed.

Of the 29 parents surveyed, 22 gave permission for their child to fill out the survey and 21 filled out the survey. Of the 29 students in the targeted regular education fourth grade class, 19 filled out the survey. A summary of the results of these surveys is listed in the following tables.

Table 1

Favorite Subject in School of Students

Subjects	According to Students	According to Parents
Math	9	10
Reading/Language	4	6
Science	7	5
Social Studies	1	0

Nine students selected math as their favorite subject because they said it was fun and they did well in it. Seven said science was their favorite subject because they could study the solar system, do projectš, and perform experiments. Four chose reading /language because they said they could learn a lot while having an enjoyable time. Only one child stated that social studies was his/her favorite subject. The

parents for the most part agreed with their child.

Table 2

Least Favorite Subject in School

Subjects	According to Students	According to Parents
Math	5	7
Reading/Language	5	6
Science	3	2
Social Studies	6	6

The least favorite subject according to the students was social studies with 6 of the votes. The majority of the parents felt that it was important for their children to study social studies, but stated that it was one of their child's least favorite subject. The parents of most of the students felt their children thought social studies was "just O.K.". One parent stated that it wasn't exciting for his child. Another parent said her child found it boring. Still another felt her child did not care for social studies because of lack of exposure to it. Finally, a parent suggested that teachers stress the importance of history in our life. The parent thought that if this were done her child would find it more interesting. The same parent wanted more challenging activities for her child in social studies.

When the parents were asked which area of social studies their child found most interesting, 14 chose geography, 10 selected history, and 8 picked citizenship. The reason this does not total 21 is that several parents felt that more than one area was important. Several parents thought that it would help to understand what was happening in the news if the children were familiar with the location of states and countries. They also recognized the importance of being able to recognize regions,

cultures and people.

Table 3

Area of Interest in Social Studies

Areas	According to Students	According to Parents
Citizenship	1	7
Geography	10	14
History	8	10

Of the 31 surveys given out to teachers, 16 were returned. The reason that Table 4 does not total up to 16 is that one teacher said she liked all subjects and two said they liked teaching reading and social studies. The majority of the teachers said the enjoyed teaching reading/language. This is understandable because the majority of the teachers in this building are firm believers in whole language. Ten teachers reported that they liked reading/language,3 said they would rather teach math, 6 enjoyed social studies, and 2 preferred teaching science. The teachers who chose reading/language said it was because there is so much good children's literature to share with their students on a variety of subjects and different genre. They felt that it was an exciting subject to teach because they could be more creative and that the children get more excited about the different books. They enjoyed it because they could do a whole range of hands-on and interactive activities that brought literature alive for their students. The instructors that chose math said it was because they had a lot of background in it, felt comfortable with the content area, enjoyed problem solving, and leading students to recognize patterns. Those who chose social studies said it was because they enjoyed history, had traveled widely and studying different cultures.

Table 4

Subjects Teachers Enjoy Teaching

Subjects	Number of Teachers
Math	3
Reading/Language	10
Science	2
Social Studies	6

Out of the 16 surveys returned, 3 teachers said they enjoyed teaching all subjects. One disliked reading/language because of phonics and decoding. Four disliked teaching math because they have poor math skills and consequently felt the didn't explain it well. Five disliked teaching science because they felt the textbook was boring and you had to supply your own equipment. Finally, one teacher put down social studies as her least favorite subject because she felt she had the least background and expertise in this area.

Table 5

Subjects Teachers Least Enjoy Teaching

Subjects	Number of Teachers
Math	4
Reading/Language	2
Science	5
Social Studies	1

Six teachers felt they received adequate education to teach social studies

because of a good education in high school, undergraduate education, supplementary material he/she was given, and a personal interest in that area of education. Four instructors said they enjoyed teaching social studies but did not have lots of background in that area. Four more educators said they didn't ever remember taking a social studies method course and didn't feel adequately prepared to teach social studies. Their solution to this problem was to do related reading and travel. None of the four teachers felt that they had been trained for a hands-on and integrated curriculum.

Table 6

Teachers Feel Adequately Prepared to Teach Social Studies

Responses	Number of Teachers
Yes	6
Maybe	4
No	4

In response to the question asking about inservice training from the district in social studies, 12 out of 16 teachers felt they had not received adequate training. They stated that there was only one inservice offered and that it was 10-12 years ago when they received their new social studies textbook. It lasted only one and a half hours and didn't adequately prepare them to use the book. They also felt that the textbooks are now out of date and too intense for the students. They felt that teachers should be using real literature and integrating it with other subjects. The two teachers that answered "maybe" to this question suggested that the district provide children's literature books to teach concepts and ideas. The one educator who felt she was adequately prepared by the district said he/she worked on some writing teams. One

instructor chose not to answer this question.

Table 7

Teachers Feel They Receive Adequate Inservice Training to Teach Social Studies

Responses	Number of Teachers
Yes	1
Maybe	2
No	12

Literature Based Probable Causes

IN 1965, Congress passed the Immigration and Nationality Act. The number of immigrants allowed to enter the United States substantially increased. The effects of the 1965 legislation was dramatic. For many of the nation's schools it caused a sudden increase in the size of their student bodies and a shift in demographic composition. There was a need for major adjustments in programs and services to handle the increase in student enrollment. Throughout American history, immigration has had a positive effect on the United States. The diversity it brings to classrooms has been an asset to educational settings. However, the "already-frail education system" was not able to accommodate the great influx of immigrants and the schools were overwhelmed (Stewart, 1994).

In the area of school curricula, social studies has a relatively low status (Goodlad,1984; Haladyna & Svhaughnessy, 1985; McNeil, 1986; Fouts, 1987). The main reason for this is the lecture-textbook method most commonly used used by instructors of the intermediate and upper grades. For the teacher, the textbook is "the easiest way to teach". According to Mehlinger (1989 as cited in Nelson, 1993, p.224), it takes time to prepare a good lesson, to select, preview and arrange an appropriate

audiovisual presentation, to write a simulation or conduct a field trip". Teachers are not given adequate time to prepare during the regular school day. This problem is compounded by the increase in student population brought on by the change in immigration laws and the lack of compensatory funding. "If teachers are loaded down with large classes and little time for planning, they may be forced to turn to predesigned curricula" (Graham & Townsend, 1993, p.167).

The students felt that social studies wasn't exciting. Parents thought that educators should spend more time on recognition of state, regions and countries. They also wanted more challenging activities provided for their children. They expressed a desire that more history be taught and different cultures be studied in the classroom. The administrator felt that a variety of strategies are being utilized but the students are lackadaisical. The teachers were frustrated with the lack of inservice, out of date books and inadequate real literature needed to integrate social studies with other subjects. Literature on the subject pointed to an increase in student enrollment due to an influx in immigrants, the lecture-textbook method, and the lack of planning time for teachers as the probable causes of the negative attitudes of students toward social studies.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

To breathe new life into social studies, educators are turning to innovative means of intervention. They are hoping these new strategies will help them with the many challenges they now face in the classroom, such as rapidly changing demographics, varying cognitive abilities and increasing cultural diversity. One such method is cooperative learning. "History and geography appear to cry out for collaborative, experimental, student-centered cognitive approaches" (Zemelman, Daniels & Hyde,1993, p. 6). Cooperative learning teaches students to work in small, highly-structured groups. In these groups, they are engaged in solving a common problem while at the same time sharing ideas and helping each other (Strommen, 1995). Students are encouraged to recognize each other's differences and provide support for one another rather than stressing competition and conformity as is done in traditional classrooms. The aim is to teach social skills which will benefit and help all students to work together (Pierce, 1995).

Through the use of computers, students are able to have open-ended, interactive educational experiences which compliment the use of collaborative learning and improve its success in the classroom. Cooperative learning stresses interpersonal interaction as a powerful tool to promote learning. It also prepares students for the work world by teaching teamwork, problem-solving, and the ability to handle group dynamics and diversity. With the rapid growth in technology, students are not only working together but are working together using new challenging technological tools like Internet. Clearly the time has come for American school to combine the tried and true methods of cooperative learning with the technological

tools which they are rapidly acquiring. Economics also encourages the partnership of cooperative learning and technology. Lean budgets cannot provide schools with enough computers for every child. Finally, "Johnson believes that technology is a social place. People like to work on technology in groups and that's good motivation" (as cited in Strommen, 1995, p.27). We consequently will see the marriage of cooperative learning and technology. This union will provide viable alternatives to the traditional textbook-lecture method, ability grouping and competition among students.

Historical fiction is another tool used by educators to integrate social studies into curriculum. Through the use of fiction and non-fiction, educators can spark the interest of students on various subjects related to history and geography. In this manner, they can address many of the mandated objectives in language arts while at the same time investigating in-depth topics in social studies (Linquist, 1995). Science can also be brought into play by linking the study of people and places with animal and plant-life from the area.

In order to integrate instruction across subject areas, teachers find graphic organizers an easy way to plan their curriculum. Through the use of graphic organizers, educators can easily prepare units of study and are able " to see the whole picture at a glance". They can also help the instructor to tap into the students' interests. Before, during, and after reading a book, graphic organizers allow students to compare and contrast characteristics, attributes, and differences of the group or individuals they are studying (Iwin-DeVitis, Modlo, & Bromley, 1995). Working cooperatively children can investigate, keep track, record and organize their data in a structured visual way. This will help the instructor uncover any misconceptions should they develop. Finally, graphic organizers provide a means of evaluating the individual student's learning while at the same time allowing the teacher an opportunity to reflect on his/her teaching (Instructor, 1995).

Graphic organizers are divided into four basic groups---hierarchical, conceptual, sequential and cyclical. A hierarchical organizer diagrams concepts at different levels, such as the branches of the U.S. government. A conceptual organizer is used to show relationships. A sequential organizer puts events in sequential order. Finally, a cyclical organizer describes a series of occurrences that happen in a circular arrangement like the water cycle or the life cycle of an animal (Irwin-DeVitis, Modlo & Bromley, 1995).

Providing a hands-on environment for students that encourages and invites them to engage in learning is another way to stimulate interest in social studies. This can be done by displaying books and artifacts on a variety of subjects around the classroom. Students can be encouraged to bring in things from home to add to these displays. Teachers can also provide hands-on activities to go along with different topics being studied. (Rhodes & Shankin, 1993). Finally, children can be encouraged to design and create artifacts that are representative of the period being studied. In this manner, children are immersed in learning. These kinds of activities enhance learning and improve attitudes toward social studies. Hands-on activities make learning fun (Needham, 1993).

Teachers bring social studies front and center by having their students create 3-D murals, write first person journals after doing background checks on a famous person, dress as a historical person, send electronic mail, do role playing and conduct videotaped interviews (Schall & Bozzone, 1994). Other educators provide real-life lessons for their students by inviting speakers into their classroom who have lived history, for instance, Holocaust survivors (NEA Today,1994). Still other instructors tune into social studies by using recorded music from a particular historical period (Polisar, 1994).

Finally, teachers and museum educators are forming partnerships. Museums

are a great teaching resource offering a wide variety of subject related material. They enhance understanding and bring social studies alive for students (Cossentino & Burcbenal. 1995). "Relying solely on the textbook to teach social studies is like building a house only using cement. You might lay a sturdy foundation but you won't end up with a structure that is inviting---or memorable. To construct a lively social studies program, teachers we talked to used a combination of tools" (Schall & Bazzone, 1994, p.55).

Project Objectives and Processes

As a result of the use of cooperative learning strategies, historical fiction, graphic organizers and hands-on activities during the period of August 1996 to January 1997, the attitudes of the targeted fourth graders will improve as measured by surveying students and parents.

In order to accomplish the project objective, the following strategic procedures are proposed:

1. Students will be taught social skills which will enable them to more easily learn social studies concepts by sharing in cooperative learning groups.

2. Students will be introduced to historical fiction through whole language activities.

3. Students will experience a variety of hands-on activities to promote positive attitudes towards social studies.

4. Students will be taught to share what they have learned through the use of graphic organizers.

Project Action Plan

The following action plan has four solution components to be used by the researcher to implement the intervention: the use of cooperative learning strategies, historical fiction, hands-on activities, and graphic organizers. In order to promote

positive attitudes among students and improve student achievement toward social studies, the above mentioned interventions will be incorporated in the targeted fourth grade social studies curricula. Surveys concerning attitudes of students and their parents were administrated to the in the targeted fourth grade students and their parents during the first full week of school in the fall. Teachers, administrators and community members were also surveyed for their input at the same time.

The students will be divided into small groups made up of 2-4 children. In these groups the children will be taught social skills. They will spend 45-60 minutes in these groups per day, working on social studies activities and projects. Participating in cooperative learning groups, will allow them to interact with other children and make them aware of similarities and differences in cultures. It also will increase their capacity to learn about their environment, history, geography, and citizenship.

The students will be exposed to historical fiction during four units of study: Explorers/Native Americans, Colonial Americans/Immigration, Slavery/Civil War and Pearl Harbor/Japan. Each unit will take approximately four weeks. The schedule to be follow is listed below:

Explorers/Native Americans---August/September

Colonial Americans/Immigration---September/October

Slavery/Civil War---October/November

Pearl Harbor/Japan---November/December

Historical fiction is a tool that the teacher can easily integrate into the social studies program. It improves students attitudes towards social studies because it piques students' interest in history and geography. It also helps students to build multiple perspectives on people, and provides a strong foundation for future learning. The study of Native Americans and Colonial Americans may be enhanced by books, such as, A River Ran Wild by Lynne Cherry (1992) and Sign of the Beaver by Elizabeth

George Speare (1983). The Quilt Story by Tony Johnston (1985) follows a quilt as it is passed down from early America to modern times. An excellent book set during the Revolutionary period is In 1776 by Jean Marzollo (1994). Reading books like these helps children to get in touch with their nations history. Pink and Say by Patricia Polacco (1994) deals with the experiences of a boy during the Civil War. Journey to America by Sonia Levin (1970) gives the students a taste of Nazi oppression and helps students understand what it means to be an immigrant. Pearl Harbor Is Burning! by Kathleen V. Kudlinski (1993) and Sadako and the Thousand Paper Cranes by Eleanor Coerr (1977)show the children that there was suffering on both sides during World War II. Fifty years after the bombing of Hiroshima, Shiela Hamanaka reflects about the plight of Sadako in her book Peace Crane (1995), relating it to problems our present day society faces.

The researcher will set aside 60 minutes each day for social studies during the whole language period following the schedule below:

8:00-8:10 journaling and reflecting

8:10-9:00 reading and discussing historical fiction

9:00-9:10 fruit break

9:10-9:30 sustained silent reading

9:30-10:00 modeling, brainstorming and planning social studies activities

10:00-10:30 supervised play activity

10:30-11:30 social studies work period for cooperative learning groups

Whole language is "children hearing, seeing, and reading---enjoyable stories too. Whole language in use, not fragmented pieces or elements of the language" (McCarthy, 1994, p.16).

The students will perform hands-on activities three or four times during each of

the four social studies units. For instance, during the unit on Native Americans, the children will make games, jewelry, clothing, and replicas of the Native American homes. When they are studying immigration the students will make suitcases and decide what they would put in them if they were traveling to America. During our the unit on Colonial America, the students will experiment with different quilt patterns and learn about the meanings behind the different patterns. They will also discover the many uses made of quilts and the different celebrations connected to quilt making. By involving the students in activities like these, hopefully their learning will be enhanced and their attitudes towards social studies improved.

At the end of each unit, the students will give a presentation using a graphic organizers. Graphic organizers are an effective tool that can be used by educators to help students organize the concepts they have learned and their thoughts about those concepts. For example, a story map could be used to organize information from a book like Sadako and the Thousand Paper Cranes while a Venn diagram would work well for comparing the characters Coinage and Frank from Pearl Harbor Is Burning!. In this way, they will be able to share with other students what they have learned. A way to model this for students would be to put up a time line in the classroom tracking the historical events discussed during the school year. It will help learners retain knowledge they have acquired during social studies class since they will engage both the sense of sight and verbal language.

Methods of Assessment

The following methods will be used to assess improvement in students attitudes toward social studies:

1. Initial surveys (Appendix A,B,and C) September
2. Children's reflective journals and oral responses (Appendix G) September-January

3. Teacher's journal (Appendix H) September-January
4. Graphic organizers (Appendix I-O) September -January
5. Final Survey (Appendix P and Q)

Through the use of the above methods of feedback, the instructor was able to keep track of the effects of the interventions being used and the progress of the students. The students' surveys, reflective journals, and graphic organizers give the educator a good insight into the level of learning taking place and if adjustments needed to be made to the agenda.

CHAPTER 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this project was to improve the attitudes of students toward social studies. The implementation of four major strategies of intervention were selected to effect the desired changes: the use of historical fiction, cooperative learning structures, hands-on activities, and graphic organizers.

The students were exposed to four units of study: Explorers/Native Americans, Colonial Americans/Revolutionary War, Slavery/Civil War and Pearl Harbor/World War II. Initially, each unit was scheduled to take four weeks but because of scheduling conflicts each unit ended up taking approximately six weeks to complete. The schedule followed is listed below:

Explorers/Native Americans---September/October

Colonial Americans/ Immigration---October/November

Slavery/Civil War---November/December

Pearl Harbor/ Japan---December/January

Each day, the researcher would read a book of historical fiction to the children and would discuss the topic addressed in the book with the children. Most of the books were picture books. This period usually lasted 30-40 minutes.

Cooperative learning was used to teach social skills and was also used as an instructional technique in delivering subject matter content. The students were divided into small groups of 2-4 children and the social skills were taught directly while the students were in base groups. The groups were established the second week of the school year and were maintained throughout the intervention. Originally, plans called for a 60 minute work period each day but because of scheduling problems this was

reduced to four 60 minute periods each week. To promote positive interdependence, the work was jigsawed (Appendix R and S) so that each group member was responsible for a different part of the work or material. This technique was also used at the end of each unit to prepare for a test or presentation. The social skills chosen for base groups work were: using quiet voices, using names, encouraging each other, checking for understanding, sharing ideas and information and checking for agreement. Conflict managers and a conflict management curriculum (Appendix S) were used to solve conflicts. This freed up the teacher to circulate among the cooperative learning groups.

There are four types of graphic organizers: hierarchical, conceptual, sequential and cyclical. All four types were used in this project. A hierarchical map (Appendix I) was used to demonstrate the different levels or branches of the U.S. government. A conceptual map was used to show relationships for example, comparing the Revolutionary War to the Civil War (Appendix J) or comparing the different attributes of the regions of the United States (Appendix K and L). The children used time lines (Appendix M), sequential organizers, to put events in order when they were making a file folder report on a famous person in history. When studying a particular region, the researcher used a KWL (Appendix N) to brainstorm with the students to find out and list previous knowledge. When examining the ainmals and plant life of a particular region, children made life cycles (Appendix O) of an animal like the Emperor penguin from the Antarctic. The children enjoyed using graphic organizers to organize and display their thoughts and ideas whether they were working as individuals or in cooperative learning groups.

For each unit the students were responsible for a variety of hands-on projects which included individual and group projects and activities. Examples of projects are listed below:

Explorers/Native Americans

1. drawings of a compass rose
2. an assortment of quilting projects made out of construction paper and pages from magazines:

Slavery/Civil War

1. pipe cleaner figures of famous people in history
2. civil war diary
3. file folder reports

Pearl Harbor/ Japan

1. an assortment of origami projects ~ Japanese art of paper folding
2. writing and illustrating hiakus
3. making a Japanese flag

Hands-on activities are especially helpful in reinforcing content material. They can also be used to check individual or group accountability.

Presentation and Analysis of Results

In order to assess the effects of the four interventions, historical fiction, cooperative learning, hands-on activities and graphic organizers, a survey was administered to the targeted fourth grade regular education class at the end of the second grading period. A summary of the results of these surveys is listed in the tables on the following pages.

Out of the 29 students in the targeted fourth grade regular education class, 22 filled out the survey. Out of the 22 students who filled out the survey, 6 had two favorite subjects. Sixteen chose math as their favorite subject. They stated that they liked math because they did well in this subject area and thought working with numbers was fun. They enjoyed all areas of math including problem solving. One of the main

reasons they enjoyed math was because of the hands-on activities. They found it challenging but at their ability level. They saw that there was a connection between what they were learning in school and the real world. They felt that they might need math when they got out in the work world. Six stated that reading/language was their favorite subject. They enjoyed reading and writing because it allowed them time for themselves and time to read with a partner. They could put themselves into the story. They also felt that reading helped with spelling and gave them a vehicle to learn about new things. Four selected social studies as their favorite subject because they learned about people and their cultures, like the Native Americans. Others shared that they liked social studies because they learned about famous people and periods in history. They also enjoyed looking up information about a particular topic and studying about the different regions and states of the United States. Finally, two students picked science as their favorite subject because they liked doing hands-on activities, like experiments, and studying natural disasters.

Table 8

Favorite Subject in School of Students

Subjects	September 1996	January 1997
Math	9	16
Reading/Language	4	6
Science	7	2
Social Studies	1	4

When asked about their least favorite subject, six students explained that they

liked all of the subjects the same and did not have a least favorite subject. Six stated that social studies was their least favorite subject because it was not interesting or difficult for them to understand. Five chose math as their least favorite subject. They found math problems difficult and didn't like memorizing facts. Three students also stated that they didn't like science because they found it hard to understand and didn't like doing experiments. Finally, two students felt reading /language was their least favorite subject. They don't enjoy reading and would rather write. The main reasons students didn't enjoy a particular subject was that they found it uninteresting or difficult to understand.

Table 9

Least Favorite Subject In School For Students

Subjects	September 1996	January 1997
Math	5	5
Reading/Language	5	2
Science	3	3
Social Studies	6	6

The next question on the survey asked if the students attitude towards social studies changed this year. Eight students selected "yes" for their response. They said they enjoyed social studies because it was interesting and fun. They went on to say that they enjoyed studying famous people and places in history, different countries and cultures and the different regions and states in our country. Ten students said they liked it "most of the time". They found it interesting if we were studying a new topic, something they hadn't learned about previously. They also liked when we played games. The seven students who picked "sometimes" as a response, said they found

the subject difficult but enjoyed working on projects and learning the capitals by listening to the "Rap of the States". Finally, the student who replied "no" to this question on the survey, felt that social studies was boring and hard to understand.

Table 10

Enjoy Social Studies This Year

Responses	According to Students
Yes	8
Most of the Time	10
Sometimes	7
No	1

When asked if they thought it was important to study the past, 20 responded "yes" to this question. They felt that we could learn from our mistakes, for example, the dropping of the atomic bomb. They continued, saying it would help us solve problems in the future. The other two students who replied "most of the time" or "sometimes" thought it was sometimes good to learn about the past.

Table 11

It Is Important To Know About The Past

Responses	According to Students
Yes	20
Most of the Time	1
Sometimes	1
No	0

Table 12

It Is Important To Learn About Other People And Cultures

Responses	According to Students
Yes	20
Most of the Time	1
Sometimes	1
No	0

When surveyed about if they thought it was important to learn about other people and cultures, 20 students responded "yes". They thought that this was important because this was part of the real world. They felt it would promote better understanding between different races and nationalities which would eventually lead to friendship. The other two students who selected "most of the time" or "sometimes" echoed the sentiments of the first group.

Table 13

The Part of Social Studies You Enjoy the Most

Area	According to Students
History	10
Geography	11
Citizenship	1

When the students were asked which area of social studies the enjoyed the most, 10 responded history because they enjoyed learning about events in the past like the Civil War and the bombing of Pearl Harbor. Eleven children selected geography as their favorite area of study because they liked learning about the location of other states and countries. They enjoyed learning how to read maps. The child who was most interested in citizenship was concerned about good leaders for the community.

Table 14

Enjoyed Working In Cooperative Learning Groups

Responses	According to Students
Yes	19
Most of the Time	1
Sometimes	1
No	1

When the students were asked how they felt about working in cooperative learning groups, the majority enjoyed them. The 19 who replied "yes" to this question felt that they learned more by being in a cooperative learning group because they could share their thoughts and ideas with others, ask their partner or neighbor for help and get immediate answers for their questions. They said it made learning fun. It made doing assignments easier because they could divide up the work. They enjoyed working as a team and felt it was important to learn to work with others. The one student who answered "most of the time" had concerns about who would be in his/her group. The one student who said "sometimes" wanted to work with friends. The one

who responded "no" did not want to worry about who was going to do the different parts of the assignment. He/she liked doing things on his/her own.

Table 15

Enjoyed Doing Hands-on Activities

Responses	According to Students
Yes	20
Most of the Time	0
Sometimes	1
No	1

Again the majority of the students enjoyed the doing the hands-on activities, including building models, making artifacts and playing games. Twenty students chose "yes" to this question. They liked doing hands-on activities and felt it made learning more fun and interesting. They found that this type of activity allowed them to be artistic and creative. They liked this kind of activity because they were successful doing it.

Table 16

Do Graphic Organizers Help

Responses	According to Students
Yes	20
Most of the Time	1
Sometimes	1
No	0

The majority of the students once again found this intervention helpful. Out of the 22 children surveyed, 20 replied yes to this question and explained that graphic organizers helped them plan and organize their thoughts and the material that they were studying so they could easily present it to the class. They felt it also helped them to remember what was shared with them by other students. They made the connection between what they were learning in the classroom and what skills they would need in the real world. They saw how important this would be when they had a real job the business world and wanted to share information with others . The one student who responded "most of the time" to this inquiry also thought that graphic organizers helped him/her to get organized. He/she liked using graphic organizers because they were fun to do. Finally, the last student who said he/she did not like using graphic organizers did not like sharing with the whole group.

Conclusion and Recommendations

Based on the presentation and analysis of data, the students showed a marked improvement in their attitude towards social studies because of the use of the four interventions: historical fiction, cooperative learning groups, hands-on activities and graphic organizers.

The use of historical fiction, especially picture books, brought new enthusiasm to the study of important periods in the history of our nation like the exploration and colonization of America, the Revolutionary War, the Civil War and World War II. The children not only enjoy hearing the stories but also fought over the books afterwards so that they could reread them during sustained silent reading. Since most books could be completed in one sitting, the children were not intimidated by the length of the book. The vivid illustrations in the picture books helped to hold the interest of the children with short attention spans. This allowed me to cover important issues and topics in American history during my regular whole language period. It provided a

wealth of material for writing periods. The children wrote diaries, short stories, reports, news articles and poetry, summarizing what they had learned about important people and events in American history. This catapulted us into the study of the geography of the world, including the different continents and countries that make up those continents. The children loved hearing about events in the past and finding where these events took place on a map. In this way, map skills were easily and naturally taught as an extension of what we were studying in social studies and reading about in our whole language period. Finally, science and math were integrated into each unit when we discussed such topics as, the type of land forms, the animals found in the area, the typical weather conditions and used what we learned to make graphs or discuss the different time zones. It was an exciting and fun way to approach the study of social studies which the students enjoyed. It made the curriculum we need to cover much more manageable.

The social skills learned during cooperative learning sessions and during conflict resolution lessons were readily accepted by the students. The majority of the students enjoyed being part of a team. They liked the idea that they had someone to turn to when they had a question. They felt important when they could be the teacher. They saw the necessity for learning how to deal with conflicts. They could see the connection between what they were learning in school and the real world. This made them more cooperative in the learning process. They had learned the importance of distributed leadership. Each student should be an active participant, able to initiate leadership when appropriate. Most of the students accepted heterogeneous grouping. They liked the idea of working with students of different social backgrounds, skill levels, capabilities and genders. They came to realize that this was like experiencing what it will be like in the real world that encounters, accepts, appreciates and celebrates differences. Incorporating positive interdependence into lessons

encourage students who might normally not complete their assignment to do so because their group was depending on them. It increased the likelihood that they will be cooperative. They learned to recognize and value their dependence on one another. They understand the need for social skills and how they helped them to work effectively in a group. They liked the freedom to solve their own problems that group autonomy allowed them. In the end, it made them more self-sufficient. It also freed up the teacher because she no longer had to handle all of the students disputes. They were capable of doing it themselves.

The children enjoyed doing hands-on activities. Through this kind of activity they were able to both learn and share with others what they had learned about important periods in our nations history. It made learning fun. It allowed the children to express themselves through many different medians. It gave the the opportunity to be creative and artistic. For some of my students, it was the only time that they could shine. For this was their area of expertise. They were good at building things. Some met frustration because they had difficulty with a particular media. However, they also were able to experience the sweet taste of success when the finally finished the project and were able to share it with others. For example, when we had our "state fair". The children arranged their findings on display boards and shared their projects with students from other grades, teachers and parents. These are the moments a teacher can look back on and know that he/she has helped prepare his/her students for the future.

Graphic organizers are a tremendous help in showing students how to organize and plan their thoughts and ideas. They saw a connection between what they were learning in school and the real world. They experienced what it would be like when they used a graphic organizer to give an organized presentation to the class. It allowed them to share their material with the class in a manner that made it easy for

other students to follow and remember. They are especially helpful with students who just don't know where to start. It provides them with a framework. In the beginning, the children were unsure about how to use each of the graphic organizers. Through practice they became more comfortable using them. Now, they proudly speak of the time line they used for their famous person in history report, the concept map they used in their presentation on a region of the United States and the Venn diagram they used to compare the Revolutionary War and Civil War. These are great tools and well worth the time it takes to teach students to use them.

These four interventions would greatly help to build the confidence of any teacher because they would enabled him/her to meet the demands put upon him/her by the curriculum adopted by his/her district. It allows the instructor more planning time because the students are responsible for duties he/she used to do. It also frees up the teacher so he/she can help those students who really need his/her help. I plan to continue to use these four interventions in my classroom next year. I set aside time this summer to go over each unit and make the necessary changes and adjustments. Using these interventions, will help me refine my skills as a teacher. I also plan to share what I have learned with other teachers in my building. I am hoping other teachers and their students will participate next year when we have our "state fair". Next year, I will be teaming with one of the other fourth grade teachers. We are looking forward to using historical fiction, cooperative learning, graphic organizers and hands-on activities to make social studies more interesting for our students. We feel, that in this way, we can improve students attitudes toward social studies.

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APPENDICES

Appendix A

Saint Xavier's University Field Based Master's Program
Consent to Participate in Research Project

Dear Parent,

I am currently enrolled in the Saint Xavier University and IRI Field Based Master of Arts in Teaching and Leadership. The purpose of the attached brief survey is to determine attitudes towards curricula, especially social studies. I will also be asking your child to fill out a similar survey. Participation in this project is totally voluntary. The survey is anonymous so you do not need to put your name on it. Please fill out the permission slip below and attach survey. Return them to school with your child by _____.

Sincerely,

Mrs. Joan Governale

I agree to allow my child to fill out the survey for your research study.

_____ _____
Signature of Parent Date

Appendix B
PARENT
SOCIAL STUDIES SURVEY
(FORM A)

DIRECTIONS: Please circle one answer for each statement.

1. What is your child's favorite subject?

reading/language math social studies science

Why?_____

_____

_____

2. What is your child's least favorite subject?

reading/language math social studies science

Why?_____

_____

_____

3. How does your child feel about social studies?

enjoys likes it's O.K. dislikes

Why?_____

_____

_____

4. Do you think it is important for your child to study social studies?

Why?_____

_____

_____

Appendix C
STUDENT
SOCIAL STUDIES SURVEY
(FORM A)

Dear Student,

I am doing a research study for my Master's program. Please fill out the following survey to help me with this project. This is not going to be graded. Thank you for your help and support.

Sincerely,

Mrs. Joan Governale

Directions: Please circle one answer for each statement.

1. What is your favorite subject in school?

reading/language math social studies science

Why?_____

_____

_____

2. What is your least favorite subject in school?

reading/language math social studies science

Why?_____

_____

_____

3. Do you like studying social studies?

Why?_____

_____

_____

Appendix C
(FORM A ~ continued)

4. Is it important to know about the past?

yes most of the time sometimes no

Why?_____

_____

_____

5. Is it important to know about people and cultures?

yes most of the time sometimes no

Why?_____

_____

_____

6. What part of social studies do you enjoy studying the most?

history geography citizenship

Why?_____

_____

_____

7. What part of social studies do you enjoy the least?

history geography citizenship

Why?_____

_____

_____

Appendix C
(FORM A ~ continued)

8. If you could meet a famous historical person, who would it be?_____

_____

_____

9. Why would you like to meet that person?_____

_____

_____

10. What would you like to learn in social studies this year?_____

_____

_____

Appendix D

Dear Colleague,

I am currently enrolled in the Saint Xavier University and IRI Field Based Master of Arts in Teaching and Leadership. I am interested in improving my social studies curricula. I would deeply appreciate if you would take time to fill out the attached survey. Your voluntary data is very important to my research project. The survey is anonymous so you do not need to put your name on it. Please complete and return to my mailbox by_____.

Sincerely,

Mrs. Joan Governale

Appendix E
TEACHER
SOCIAL STUDIES SURVEY

Directions: Please circle one answer for each statement.

1. What subject do you enjoy teaching the most?

reading/language math social studies science

Why?_____

_____

_____

2. What subject do you enjoy teaching the least?

reading/language math social studies science

Why?_____

_____

_____

3. Do you feel that you were adequately prepared to teach social studies in school?

yes maybe no

Why?_____

_____

_____

4. Do you feel that you have received adequate inservice training from the district to teach social studies?

yes maybe no

Why?_____

_____

Appendix E
TEACHER
SOCIAL STUDIES SURVEY
(continued)

Directions: Please circle one answer for each survey.

5. What area of social studies do you feel is most important?

history geography citizenship

Why?_____

_____

_____

6. What would you like your students to learn in social studies this year? Why?

_____

_____

_____

Appendix F
ADMINISTRATOR'S INTERVIEW

1. What are your feeling about how social studies is presented to the students in this building?_____

_____

_____

_____

2. How could student's attitudes be improved towards social studies?_____

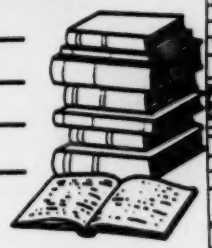
_____

_____

_____

Appendix G
READING RESPONSE LOG

Reading Response Log



Name _____

Title _____

Author _____

Illustrator _____

Respond to the Book

Teacher Reply

Appendix H

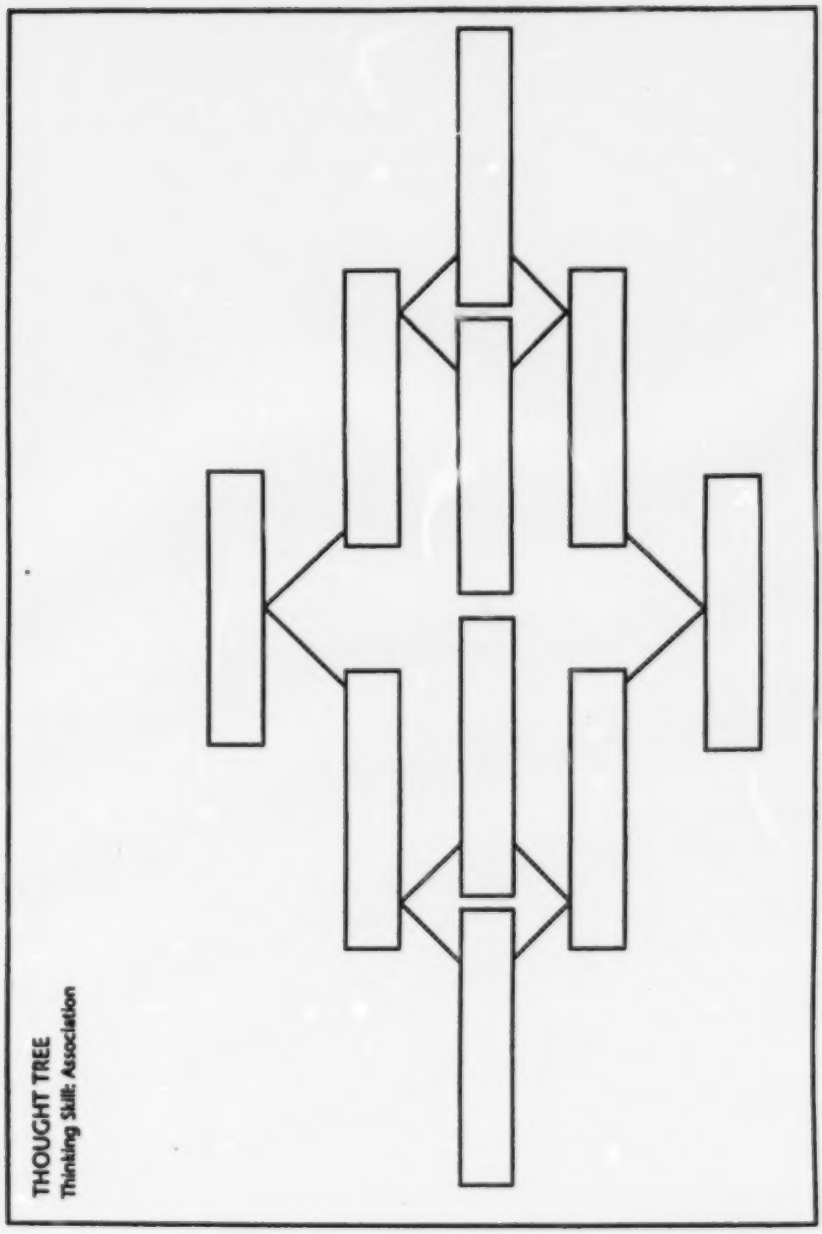
Week of_____

Action Taken:

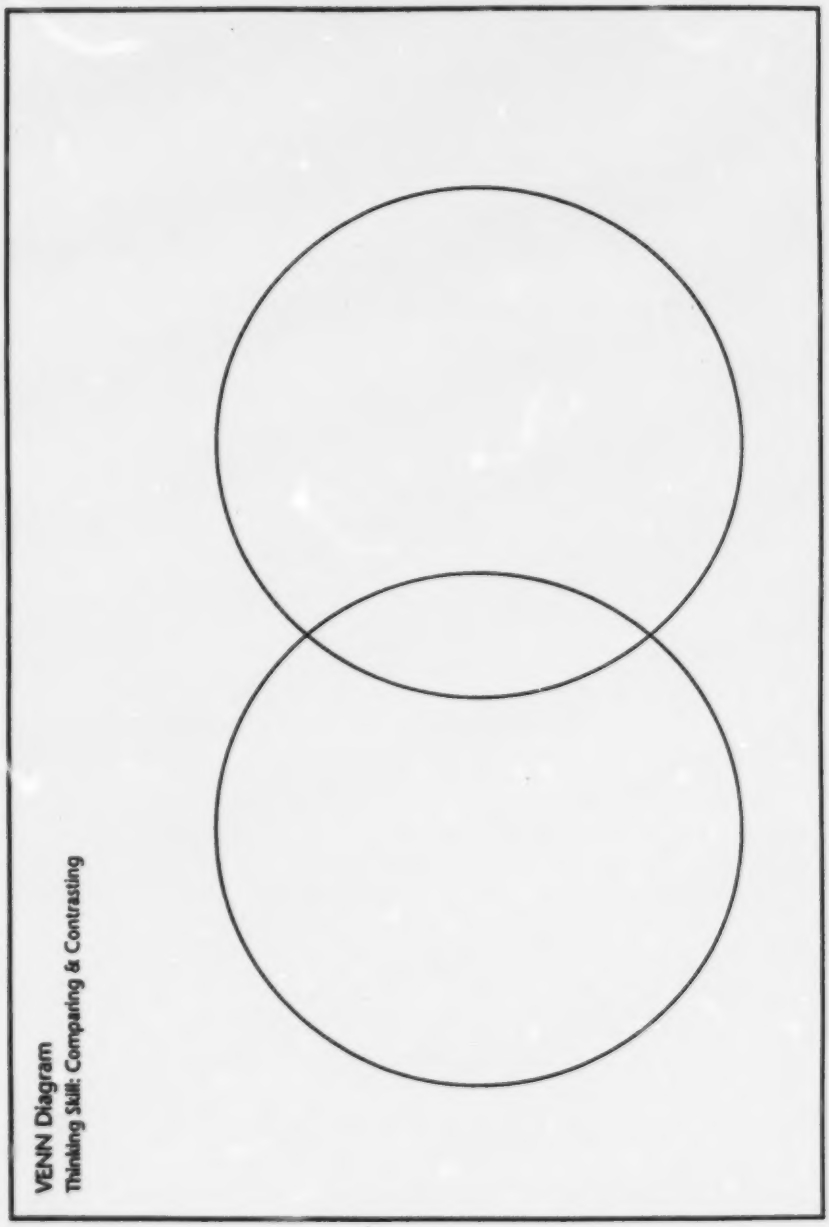
Reflections:

PLUSES+	MINUES-	INTERESTING (?)

Appendix I
THOUGHT TREE

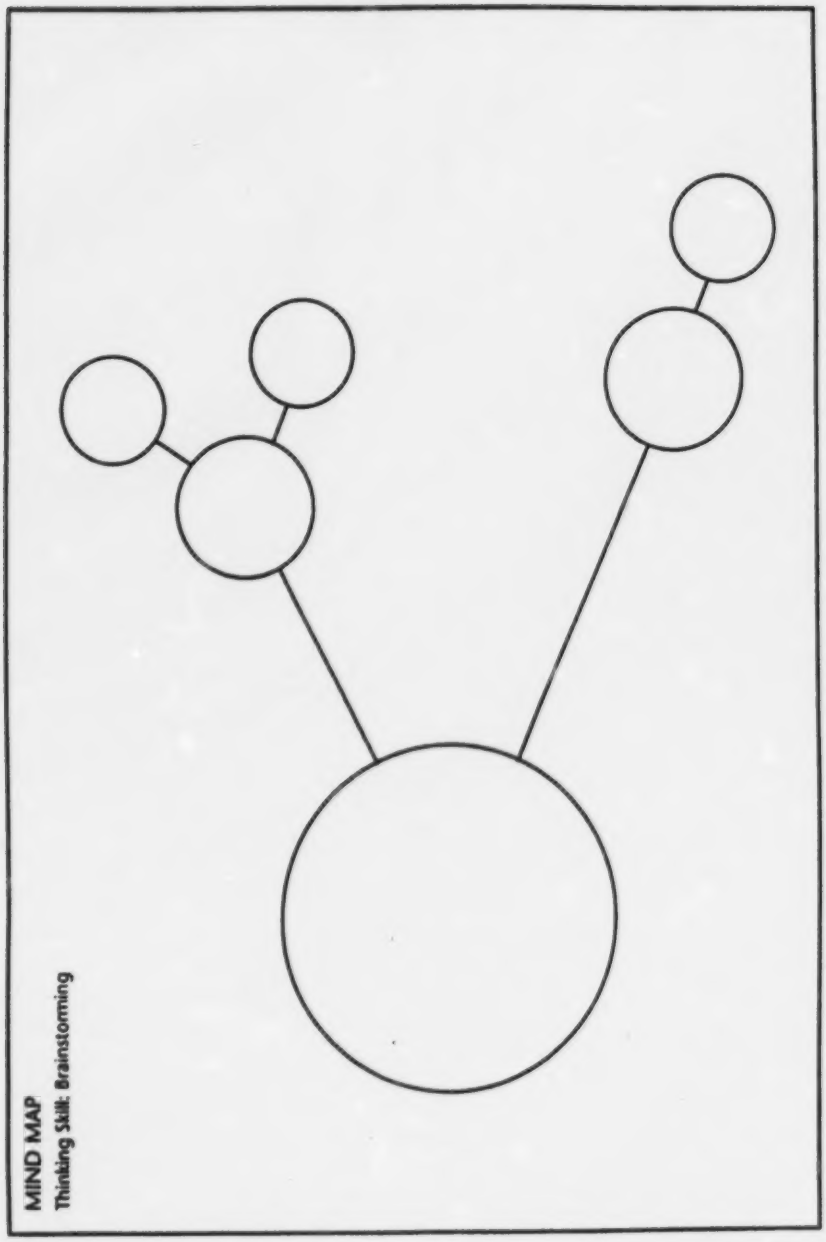


Appendix J
VENN DIAGRAM

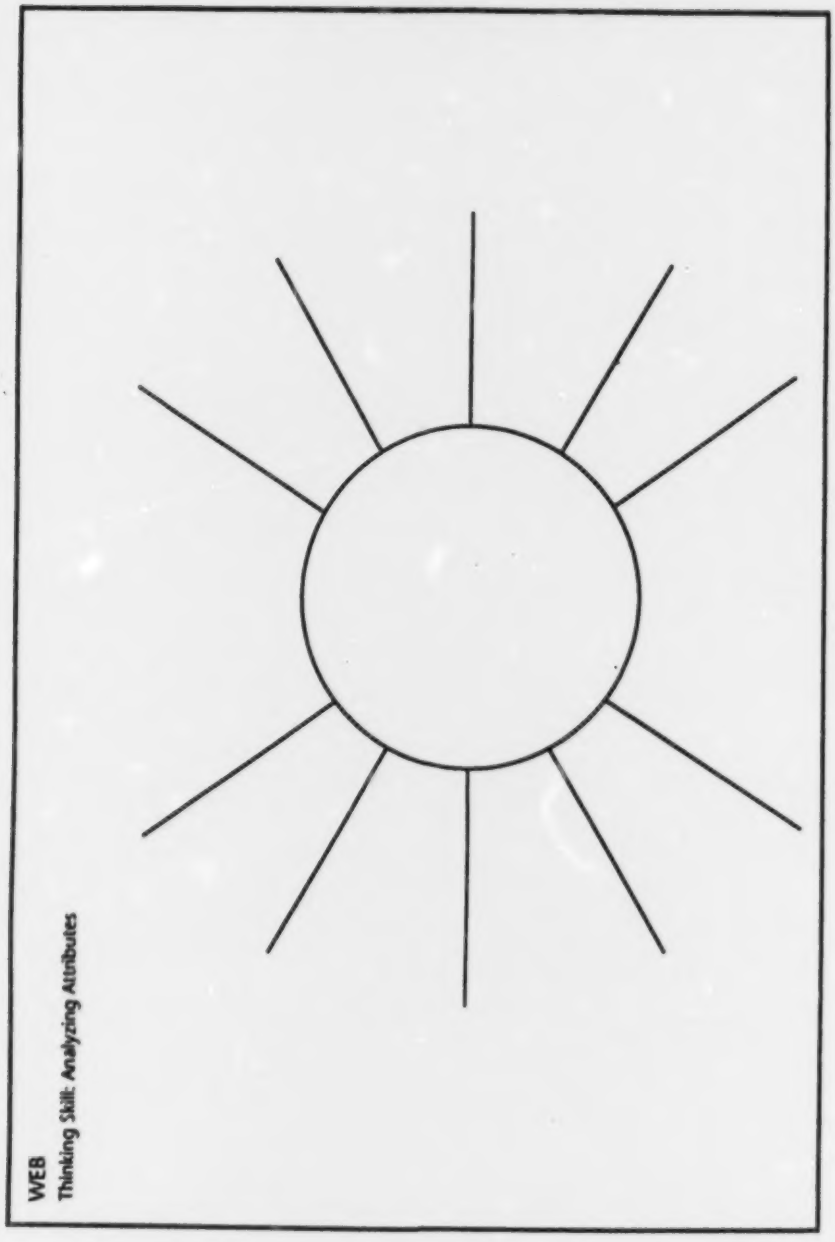


SKYLIGHT PUBLISHING

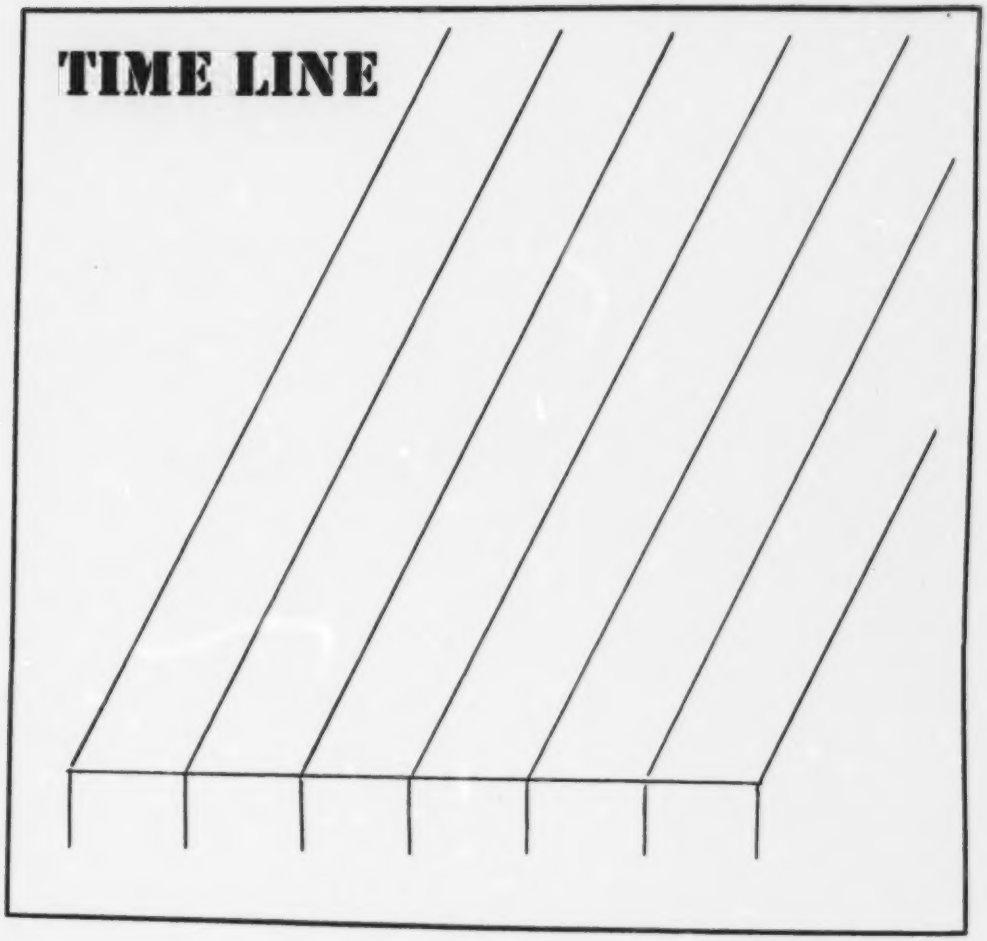
Appendix K
MIND MAP



Appendix L
WEB



Appendix M
TIME LINE



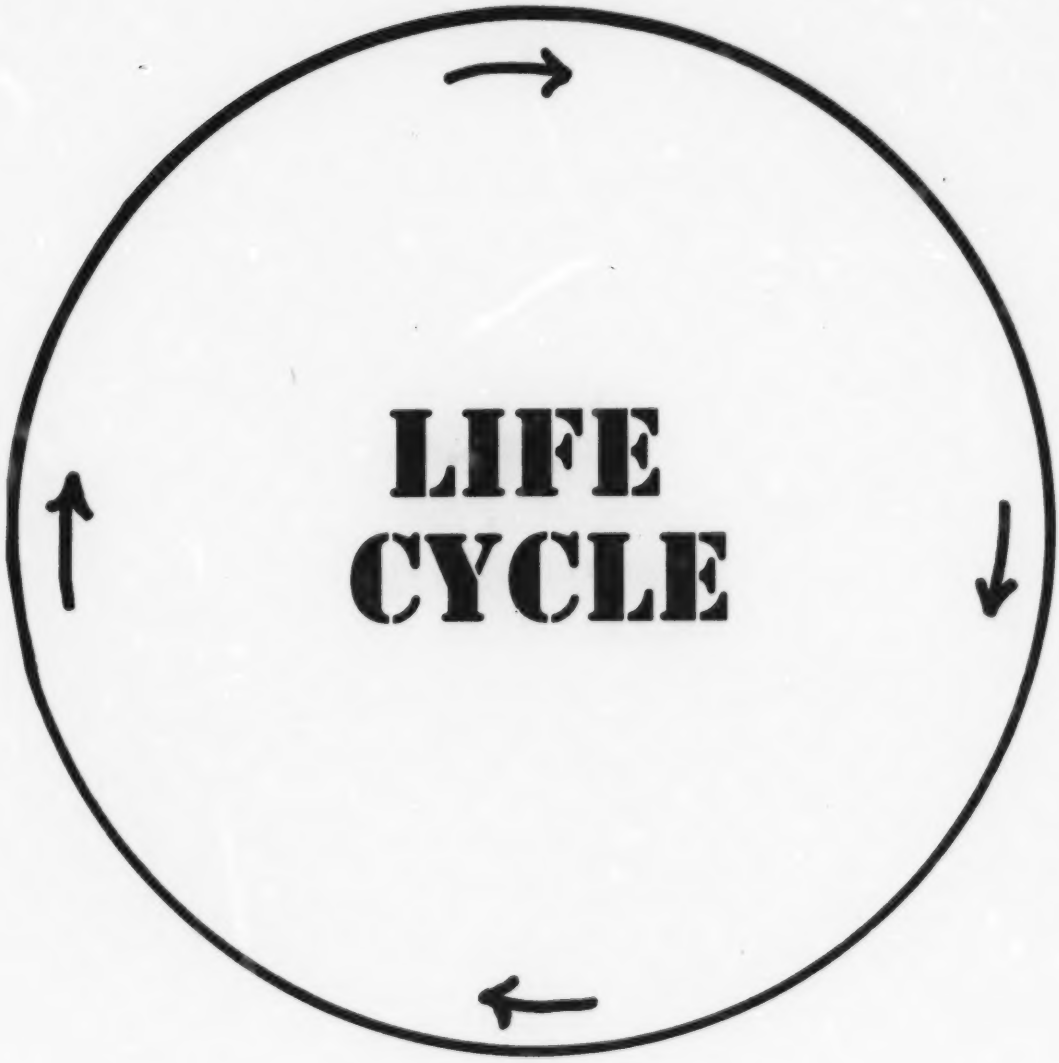
KWL
Thinking Skill: Predicting/Evaluating

What We Know	What We Want to Find Out	What We Learned

SKYLIGHT PUBLISHING

Appendix N
KWL

Appendix O
LIFE CYCLE



Appendix P
PARENT
SOCIAL STUDIES SURVEY
(FORM B)

Dear Parent,

I am doing a research study for my Master's program. Please complete the follow-up survey to help me with my project. I deeply appreciate your help and cooperation.

Sincerely,

Mrs. Joan Governale

Directions: Please circle one answer for each statement.

1. My child enjoys bring materials into school to share with the other students about topics being studied in social studies.

yes most of the time sometimes no

Why?_____

_____

2. My child is enthusiastic about the projects he/she is working on in social studies this year.

yes most of the time sometimes no

Why?_____

_____

3. My child benefits from doing a variety of hands-on activities during social studies.

yes most of the time sometimes no

Why?_____

_____

Appendix P
PARENT
SOCIAL STUDIES SURVEY
(FORM B ~ continued)

4. My child likes participating in cooperative learning groups in social studies.

yes most of the time sometimes no

Why?_____

_____

Appendix Q
STUDENT
SOCIAL STUDIES SURVEY
(FORM B)

Dear Student,

I am doing a research study for my Master's program. Please fill out the following follow-up survey to help me with my project. This is not going to be graded. Thank you for your help and cooperation.

Sincerely,

Mrs. Joan Governale

Directions: Please circle one answer for each statement.

1. What is your favorite subject in school?

reading/language math social studies science

Why?_____

_____

2. What is your least favorite subject in school?

reading/language math social studies science

Why?_____

_____

3. Do you enjoy social studies this year?

yes most of the time sometimes no

Why?_____

_____

Appendix Q
STUDENT
SOCIAL STUDIES SURVEY
(FORM B ~ continued)

4. Is it important to know about the past?

yes most of the time sometimes no

Why?_____

_____

5. Is it important to know about other people and cultures?

yes most of the time sometimes no

Why?_____

_____

6. What part of social studies do you enjoy the most?

history geography citizenship

Why?_____

_____

7. What part of social studies do you enjoy the least?

history geography citizenship

Why?_____

_____

8. Do you enjoy working in cooperative learning groups?

yes most of the time sometimes no

Why?_____

_____

Appendix Q
STUDENT
SOCIAL STUDIES SURVEY
(FORM B ~ continued)

9. Do you enjoy doing hands-on projects?

yes most of the time sometimes no

Why?_____

_____

10. Do graphic organizers help you share with others what you have learned?

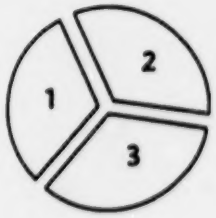
yes most of the time sometimes no

Why?_____

_____

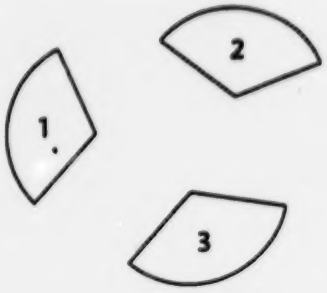
Appendix R
JIGSAW

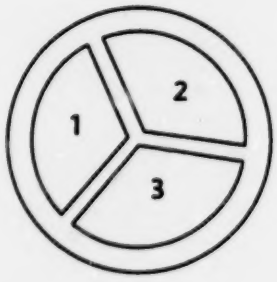
JIGSAW



Base Group
(Members divide work.)

Individual Work
(Members decide *what's* important and *how* to teach their fellow group members.)





Base Group
(Members teach each other.)

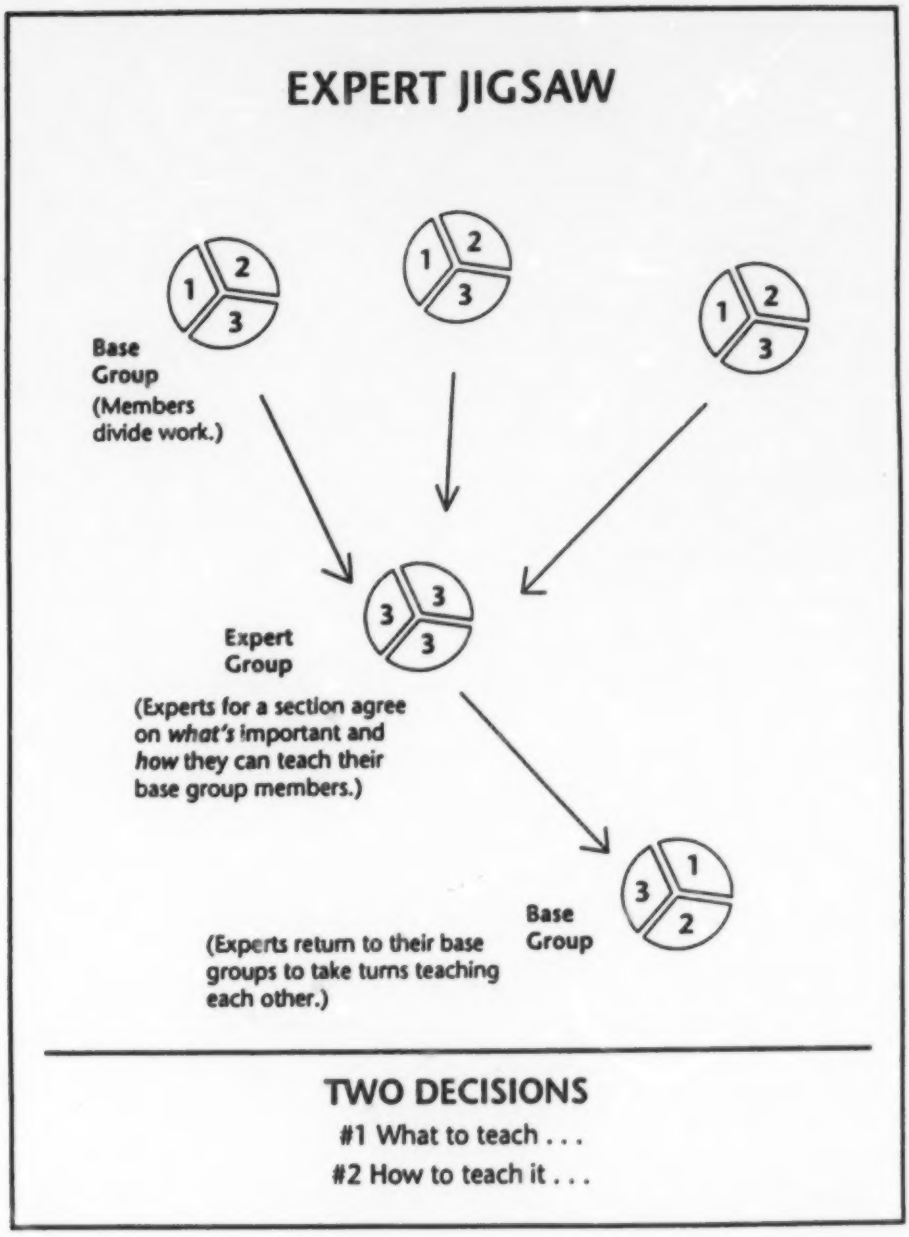
TWO DECISIONS

#1 What to teach . . .

#2 How to teach it . . .

SKYLIGHT PUBLISHING

Appendix S
EXPERT JIGSAW


EXPERT JIGSAW
1 2 3
1 2 3
1 2 3
Base Group (Members divide work.)
3 3 3
Expert Group
(Experts for a section agree on *what's* important and *how* they can teach their base group members.)
3 1 2
Base Group
(Experts return to their base groups to take turns teaching each other.)
TWO DECISIONS
#1 What to teach . . .
#2 How to teach it . . .

SKYLIGHT PUBLISHING

Appendix T
List of Literature to Support Action Plan

Native Americans

Ashrose, C. (1993). The Very First Americans. New York: Grosset & Dunlap Publishers.

Cherry, L. (1992). A River Ran Wild. New York: Harcourt, Brace & Company.

Jeffers, S. (1991). Brother Eagle, Sister Sky. New York: Dial Books.

Martin, R. (1992). The Rough-Faced Girl. New York: G. P. Putnam's & Sons.

Speare, E. (1983). Sign of the Beaver. New York: Dell Publishing.

Colonial Americans

Johnston, T. The Quilt Story. New York: G. P. Putnam's & Sons.

Maestro, B. & G. (1987). A More Perfect Union. New York: William Marrow & Company.

Marzollo, J. (1994). In 1776. New York: Scholastic Inc.

Stine, M. & Stine, H. (1993). Ben Franklin, Beware. Littleton, Massachusetts: Sundance.

Civil War

Beatty, P. (1987). Charley Skedaddle. New York: Troll Associates.

Bunting, E. (1996). The Blue and the Gray. New York: Scholastic Press.

Hamilton, V. (1995). Her Stories. New York: The Blue Sky Press.

Miller, W. (1995). Frederick Douglas ~ The Last Day of Slavery. New York: Lee & Low Books, Inc.

Appendix T
List of Literature to Support Action Plan
(continued)

Polacco, Patricia. (1994). Pink and Say. New York: Putnam & Grosett.

Immigration

Levin, E. (1993). ...If Your Name Was Changed at Ellis Island. New York: Scholastic Inc.

Levin, S. (1970). Journey to America. New York: Alladdin Paperbacks.

Maestro, B. & Maestro, G. (1986). The Story of the Statue of Liberty. New York: William Marrow & Company.

Sandler, M. (1995). Immigrants. New York: Harper Collins Publishers.

Pearl Harbor

Coerr, E. (1977). Sadoko and the Thousand Paper Cranes. New York: Dell Publishing.

Hamanaka, S. (1995). Peace Crane. New York: Morrow Junior Books.

Kudlinski, K. (1993). Pearl Harbor Is Burning!. New York: Puffin Books.

Appendix U
B.U.I.L.D.
COOPERATIVE LEARNING
LESSON PLAN

MATERIALS FOR STUDENTS

1. Resource packet for students.
2. Assorted craft materials in material center and unit box.
3. Variety of books on rabbits in unit box.
4. Graph paper for math activity in unit box.
5. Origami paper for art project in unit box.
6. Cassette for the bunny hop.

MATERIALS FOR TEACHER

1. Resource notebook
2. Chart paper and markers
3. VCR and Video ~ "The Velveteen Rabbit"

ROOM CONFIGURATION

1. Desks put together in groups three and four ~ knee to knee
2. Large carpeted area for sharing circle and reading area

GROUP TYPE

1. Large group for sharing
2. Teams of three of four in cooperative learning groups
3. Think, pair, share (groups of two)

NUMBER IN THE GROUP

1. Large group consists of 25-30 children
2. Teams are made up of 3-4 children
3. On some activities children will work in groups of two ~ think, pair, share

Appendix U
B.U.I.L.D.
COOPERATIVE LEARNING
LESSON PLAN
(continued)

TASK DIRECTIONS

READING AND LANGUAGE

1. Read novel, The Velveteen Rabbit, to the children. During the reading of the novel have the children predict outcomes. Discuss with the children different topics, like friendship, as they are presented in the novel.
2. Have the children make a story map ~ see pp. 13-14.
3. Have the children write a letter to the Velveteen Rabbit asking him to live with them ~ see p. 16 #7.
4. Have the children write in their journals, answering the questions from p.24.
5. Have the children write hopping homonyms.
6. Read The Hare and the Tortoise by Carol Jones and discuss with the children ~ see p. 6.

SPA (SUPERVISED PLAY ACTIVITY)

1. "The Bunny Hop" ~ cassette in unit box
2. "Hop Like A Bunny" ~ see p. 9.
3. Run, Rabbits, Run

SOCIAL STUDIES

1. Locate where rabbits live on the world map.
2. Using the classroom encyclopedia and books from the Learning Center, find out what kind of habitats they live in ~ see p. 25.

Appendix U
B.U.I.L.D.
COOPERATIVE LEARNING
LESSON PLAN
(continued)

SOCIAL STUDIES (CONTINUED)

3. Discuss activity #3 and 4 on p. 25 with the children.

MATH

1. "Bunny Hop Graph" ~ see p. 18.
2. Story Problems ~ see p. 18.
3. "Mr. McGregor' s Garden ~ see p. 19.
4. "Cottontail Math" ~ see p. 20.
5. "Bunny Multiplication" ~ see p. 19.

SCIENCE

1. What is a mammal? ~ do a K.W.L.
2. Read sections from Mammals to the children and discuss ~ book in unit book.
3. Do encyclopedia in the classroom and books from the Learning Center to do research for a report on rabbits.
4. Make a rabbit fact book ~ see sample on pp. 22-23.
5. Read about rabbits ~ see p. 12 and books in unit box.

BUILD IN HIGHER ORDER THINKING

1. Do a K.W.L.

Appendix U
B.U.I.L.D.
COOPERATIVE LEARNING
LESSON PLAN
(continued)

BUILD IN HIGHER ORDER THINKING (CONTINUED)

2. Create classroom environment ~ "Rabbits From Around The World" bulletin board and mural by children.
3. Compare factual information ~ use Venn diagram.
4. Assign "Fat and Skinny Questions".

UNIFY THE TEAMS

1. Make copies of different types of rabbits. Allow the children to choose a rabbit. Children with the matching rabbits will work on the same teams.
2. Have the children make picture frames.
3. The children will work on a variety of group activities. Use birthdays, length of hair etc. to pick roles. They will receive a group grade on each activity.
4. Each team will give a final presentation. They will use a Web to share their information with the rest of the class.

INSURE INDIVIDUAL LEARNING

1. Assign roles by picking popsicle sticks.
2. Children will work on a variety of individual activities. They will receive individual grades.
3. Work will be jig sawed. Each child will be responsible for his/her part. The students will take a team test on the material covered.

Appendix U
B.U.I.L.D.
COOPERATIVE LEARNING
LESSON PLAN
(continued)

LOOK OVER AND DISCUSS

1. Fill out a P.M.I. chart.
2. Take observational notes (anecdotal records) during activities.
3. Encourage children to keep individual journals on stories, poetry, new ideas and facts found in research.
4. As a culminating activity, have an award ceremony ~ see p. 32. Awards are in the unit box.

DEVELOP SOCIAL SKILLS

1. Social skills: (Choose one.)
   * quiet voices
   * cooperate
   * taking turns
   * encouraging others
   * using names
   * share ideas
2. Using a T-chart have the children brainstorm how it looks and sounds when children are using the social skill.

Appendix V
UNDERSTANDING CONFLICT

DIRECTIONS: Think about your disagreement or conflict, then answer the questions below.

1. Who was involved?

2. How did you feel?

3. What did the other person want?

4. What did you want?

5. How did the conflict end up?